

Common Core Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

College and Career Readiness (CCR) Anchor Standard	Standard: RL.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<p><u>Questions to Focus Learning</u></p> <p>Why does a reader use explicit and implicit evidence to support his or her analysis of literary text?</p> <p>A reader's analysis of literary text must be supported with sufficient evidence from the text in order to be convincing.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I know textual evidence is a quote, paraphrase, or summary from a text that supports a specific argument or claim that is being made.</p> <p><i>Reasoning Targets</i></p> <p>I can draw inferences from literary text to make and support an analysis. I can support my conclusions with explicit and implicit textual evidence. I can determine the textual evidence that best supports my conclusions. I can explain how the textual evidence that I selected supports my conclusions.</p> <p><u>Vocabulary</u></p> <p>cite/citation claim explicit implicit paraphrase textual evidence</p>

Teacher Tips

[Dialectical Journals](#) - An activity in creating a dialectical journal.

[Frankenstein](#) - A text study.

[Victor Character](#) - A character study of Victor.

[Revise Thinking Based on New Details and Information](#) - In this lesson, students will learn to revise their thinking by comparing new details to old details while reading.

[Asking and Responding to Questions While Reading](#) - In this lesson, students will learn how to react to stories by responding to thoughtful questions while reading.

[Make Inferences Using Textual Evidence](#) - In this lesson, students will learn how to make inferences by reading between the lines.

Vertical Progression

RL.K.1 - With prompting and support, ask and answer questions about key details in a text.

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RL.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

The above information and more can be accessed for free on the [Wiki-Teacher](#) website.

Direct link for this standard: [RL.8.1](#)